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ABSTRACT

After three brief listings of the status of adult education in Illinois junior colleges, papers were presented on: The Role of Continuing Education in the Community College; The Role of Leadership for Community Services in Illinois Community Colleges; Developing Guidelines--Identification of Problem Areas; Challenges for Adult Continuing Education in Illinois; Guidelines for the 70's; Drafting of Guidelines, and Recommendations Regarding Them; and Dialogue of Synthesis: Implications of Guidelines for Local Adult Education Programs. The Tentative Guidelines which resulted from the conference were the subject of further discussion at the Fifth Annual Statewide Junior College Conference at Peoria on May 7 and 8, 1970. (Author/SM)

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P R O C E E D I N G S

GUIDELINES FOR THE SEVENTIES

Working Conference

On

Adult Education in Illinois Junior Colleges

JC 740 153

Ramada-Dorchester Inn

Dolton, Illinois

March 19-20, 1970

Sponsored by
Illinois Junior College Board
544 Iles Park Place
Springfield, Illinois 62706

PREFACE

This Conference had its real beginning at a meeting of the Administration Division of the Illinois Association of Community and Junior Colleges held at Danville in October, 1969. A group of some twenty deans and directors of adult education saw the need to develop guidelines relating to their responsibilities in the junior colleges which would provide them with a clearer sense of direction, specific immediate and long-term goals, and more effective programs of service to their districts.

Dr. Robert Johnson, Dean of Adult Education, Thornton Community College, chairman of the Danville meeting, agreed to assume the leadership for planning the Conference. It was decided to ask the Illinois Junior College Board to sponsor the Conference and the Board agreed to accept this responsibility at the November meeting.

As in many such conferences, the participants felt the need for more time to discuss the problems raised. The Tentative Guidelines which resulted from the Conference were the subject of further discussion at the Fifth Annual Statewide Junior College Conference at Peoria on May 7 and 8. Further meetings will be necessary before final agreement on the Guidelines will be reached.

Albert H. Martin
Associate Secretary
Illinois Junior College Board

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ILLINOIS JUNIOR COLLEGE BOARD
544 Iles Park Place
Springfield, Illinois 62706

GUIDELINES FOR THE SEVENTIES

Working Conference on
Adult Education in Illinois Junior Colleges

Ramada-Dorchester Inn
Dolton, Illinois

P R O G R A M

Thursday, March 19

10:45 a.m. Registration . . . . . Foyer

11:15 a.m. Workshop Orientation: Where We Are Now--
Adult Education in Illinois Community Colleges. Viking Room
Chairman . . . . . Arthur Classen
Dean of Adult Education, Morton College

Presentations:

Robert E. Johnson
Dean of Adult Education
Thornton Community College

Phillip R. Walker
Assistant Dean of
Continuing Education
Parkland College

Albert H. Martin
Associate Secretary
Illinois Junior College Board

General Discussion

Recorder . . . . . Thomas Richardson
Director of Adult Education, Moraine
Valley Community College

12:15 p.m. Lunch . . . . . Camelot Room

1:15 p.m. General Workshop Session . . . . . Viking Room
Chairman . . . . . Mary Ann Diller
Dean of Adult Education, Danville Junior College

Presentations:

"Defining the Role of Adult Continuing Education
in Illinois Community Colleges" . . . . Russell J. Kleis
Associate Professor, Department of Education,
Michigan State University

PROGRAM

"Defining the Role of Community Services . . . Max Raines
in Illinois Community Colleges"
Professor, Department of Education,
Michigan State University

Dialogue of Synthesis . . . . . Professors Kleis and Raines

Group Discussion

Recorder . . . . . Nathan Willis
Director of Evening Program
Kennedy-King College, City Colleges of Chicago

3:00 p.m. Coffee Break

3:15 p.m. General Workshop Session: Developing Guidelines--
Identification of Problem Areas . . . . . Viking Room
Chairman . . . . . Ashley Johnson
Dean of Continuing Education and Community Services,
Prairie State College

General Discussion

Recorder . . . . . Orlando Ponzio
Assistant Dean, Community Services and Continuing
Education, Wright College, City Colleges of Chicago

4:30 p.m. Break

5:30 p.m. Dinner . . . . . Marina Room

Presiding . . . . . John Gianopulos
Assistant Dean, Adult and Continuing Education,
Amundsen-Mayfair College, City Colleges of Chicago

Presentations:

"Challenges for Adult Continuing Education in
Illinois . . . . . Jacob Jennings, Jr.
Assistant Director, Public Service--Community
Programs, Illinois, Illinois Board of Higher Education

"Challenges for Adult Continuing Education in
Illinois" . . . . . Albert H. Martin
Associate Secretary, Illinois Junior College Board

Dialogue of Synthesis . . . . . Messrs. Jennings & Martin

General Discussion

Recorder . . . . . Evan Jackson
Director, Adult Education, Illinois Central College

PROGRAM

7:45 p.m. Break

8:00 p.m. Group Workshop Sessions: Developing Guidelines--
Preliminary Guideline Development . . . . . Viking Room

Group I

Chairman . . . . . Geraldine C. Williams
Director of Adult and Continuing Education,
Fenger-Southeast College, City Colleges of Chicago

Recorder . . . . . John R. Berdrow
Dean of Instruction and Continuing Education,
Spoon River College

Group II

Chairman . . . . . Maynard Boudreau
Director of Adult Education, Joliet Junior College

Recorder . . . . . David Ferris
Dean of Continuing Education, Kankakee Community
College

Group III

Chairman . . . . . Otto Schweinberger
Dean of Community Services, Black Hawk College

Recorder . . . . . William Warren
Director of Community Service and Adult Education,
Malcolm X College, City Colleges of Chicago

Group IV

Chairman . . . . . Ralph Felger
Dean of Adult Education and Community Services,
Lincoln Land Community College

Recorder . . . . . L. K. Voris
Director of Evening College, Lake Land College

Group V

Chairman . . . . . Robert Mason
Assistant to Dean of Instruction, College of Lake County

Recorder . . . . . David Groth
Assistant Dean of Continuing Education,
William Rainey Harper College

P R O G R A M

Friday, March 20

8:00 a.m.	Breakfast
9:00 a.m.	Group Workshop Sessions: Developing Guidelines--Refinement and Preparation for Submission to General Session . . . . . Viking Room Continuance of Group Session. Personnel and room assignment of the groups remain the same.
10:30 a.m.	Coffee Break
10:45 a.m.	General Workshop Session: Drafting of Guidelines and Recommendations Regarding Them . . . . . Viking Room
	Chairman . . . . . Robert Johnson
	Group Discussion
	Recorder . . . . . Al Andrews Technology Coordinator, Rock Valley College
12:00	Lunch . . . . . Camelot Room
1:00 p.m.	General Workshop Session . . . . . Viking Room Chairman . . . . . Phillip Walker Assistant Dean for Continuing Education Parkland College Dialogue of Synthesis: Implications of Guidelines for Local Adult Education Programs . . . . . Messrs. Kleis, Raines and Martin
	General Discussions
	Recorder . . . . . J. William Hoban Dean of the Evening College, Waubonsee College
2:45 p.m.	Adjournment

WORKSHOP ORIENTATION

WHERE WE ARE NOW

Recorder: Mr. Thomas Richardson
Director of Adult Education
Moraine Valley Community College

* * * * * * *

"WHERE WE ARE NOW"

Dr. Robert Johnson, Thornton Community College

1. Even though there has been a significant increase in adult education and community service offerings since 1965 when the junior college act was enacted, for the most part junior colleges have had little time to contemplate new developments, for they are continuing established high school programs for the most part. Many colleges are still trying to decide what direction to take.

2. It is generally conceded that colleges have not formulated a basic philosophy or commitment to continuing education or community services.

3. Too often Continuing Education and Community Services are regarded as perpheral or unnecessary appendages to the Community College.

4. For the most part, the traditional department heads do not want to be concerned with anything other than credit offerings.

5. There is a general lack of funding at the local level for proper administration of Continuing Education and Community Services Programs.

6. There are generally no funds available for the marginal student to be able to participate in Continuing Education classes if they do not have the money.

7. General lack of a funding base for adult counseling causes Continuing Education, generally, to be a matter of enrolling bodies with a high drop-out rate.

8. Regular staff has little understanding of part-time faculty.

9. There needs to be a differentiation between credit and non-credit courses. IJCB will reimburse non-credit courses but will not reimburse the audit of credit courses.

10. There needs to be greater coordination of all agencies working in Continuing Education and Community Services such as library, welfare, churches, etc. A regional approach is recommended.

11. Community colleges generally give little effort to meet critical issues. They generally shy away from the controversial and do not fully inform the governing boards.

12. A basic philosophy is needed most.

13. We must think through our commitment; what is it?

14. Continuing Education administrators should work as change agents. Change in people, community, and institution.

"WHERE WE ARE NOW"

Philip R. Walker, Parkland College

1. There is a desperate need for a critical analysis of ourselves.

2. Most of us profess to the commitment of Continuing Education but fall short in training and background.

3. There needs to be a retraining of leaders in Continuing Education in new areas such as promotion, publicist, community man.

4. We should design new programs to train ourselves.

5. Generally shy away from controversy and apologize to the administration.

6. Often it is necessary to adapt a submersible style or attitude to awaken the community as to what Continuing Education can do. "Lean on the necessary people."

7. Continuing Education leaders are often reluctant to show material with other workers in the field.

8. We have not involved the populace in developing Continuing Education offerings.

9. Critical comments also need comments of solution, or we write off criticism.

10. A survey should be made of Continuing Education administrators to determine what they feel are the most serious gaps in our training, education, and experience. IJCB could farm out contracts to senior institutions for special training.

11. Do we really want to be involved in the affairs of the community?

12. If committed, then we had better start dealing with community problems.

"WHERE WE ARE NOW"

Albert H. Martin, Illinois Junior College Board

1. Surveys of the junior college adult education programs taken by the staff of the Illinois Junior College Board gives data relating to the progress of the colleges in this curricular area.

2. Of the 35 Illinois colleges only two do not have credit equivalency programs and one is re-evaluating its position.

3. Since the establishment of the credit equivalency program in 1968, the program has not grown in the same relation as the credit program.

4. In the fall of 1969 the headcount in reimbursable non-credit courses was 21,232 while there were 12,816 persons in programs not supported through the state apportionment program.

5. Courses offered by the colleges - looked at from the State level - represent a broad spectrum of subject matter and objectives.

6. Financing junior college adult education seems to be a major problem in most junior colleges.

7. The true challenge for junior college adult education is not in describing where we are but where we should be as we look through the 1970's to 1980.

8. It is the role of the junior college adult education director to provide the leadership that moves the college toward an ever increasing commitment to adult education.

GENERAL WORKSHOP SESSION I

Recorder: Nathan Willis
Director of Evening Program
Kennedy-King College, City Colleges of Chicago

Presentation:

THE ROLE OF CONTINUING EDUCATION IN THE COMMUNITY COLLEGE

Russell J. Kleis, Director
Graduate Studies in Continuing Education
Michigan State University

In the very brief time at my disposal I shall not presume to fully discuss the role of continuing education in the community college. What I shall attempt to do is to advance, in machine gun fashion, two dozen propositions which, it seems to me, are relevant to that subject. In the forum that follows I shall be more than happy to amplify any of them in which you may have an interest or a differing point of view.

First, we should distinguish between education and that relatively minor component of it with which we too often stop, schooling.

If, in the last century, the Conestoga wagon people had known that they were in the transportation business instead of believing that they were in the wagon business, they might still be in business. What we do in schools is important,--but it is not the whole,--or even the majority fraction of continuing education.

In a national study of the educational pursuits of American adults, conducted by Johnstone and Rivera in the early 1960's, approximately one in five of all adults were found to be involved in some form of continuing education. Among those so involved, approximately 16,000,000 reported that they were enrolled in courses. Anyone familiar with schools and colleges knows that courses are our stock in trade. The striking finding, however, was that only one in five of those in the national study were taking their courses from colleges or universities. Their number was roughly equal to those taking courses through some kind of religious institution. Approximately one in eight were taking their courses from a public school, a number almost exactly equal to those taking courses (not military training) on base, off time in the armed forces. Others reported taking courses sponsored by industry, unions, professional societies, voluntary associations and a host of other sponsors. An almost insignificant number reported taking courses through television.

It is interesting to observe that the total number of adults who reported that they were taking courses, approximately 16,000,000, is roughly equal to the total number of youth enrolled in high schools across the United States. It is also interesting to note that course work accounts for approximately one-third of all educational activities conducted for American adults.

While continuing education may be largely school based, it clearly is not, and must not be, school bound.

Second, education needs a much fuller definition than we have given it. Let me propose that it is the sum of all of the processes by which a person comes to terms with his world and learns to be what he is, value what he values, believe what he believes and do what he does within it. It comes about as a result of encounter between a person and his world. That encounter, whether deliberately planned or accidental, we call experience. The encounter (experience) results in change to both the person and that part of his world (environment) encountered. The change in the person we call learning; the change in environment we call development. The sobering and critical thing which the responsible educator must acknowledge is that either learning or development may be either positive or negative.

These encounters may happen in schools; they don't have to. They may and do occur in homes, play fields, work places, battle fields, bedrooms, board rooms, living rooms and bar rooms and what happens in those other rooms has a profound influence upon what happens in classrooms. It has a similar, and equally profound, influence upon what happens in board rooms, control rooms, voting booths, Senate floors and assembly chambers!

Third, we live in an educative,--and miseducative society. No person,--most especially no mature person,--in our culture is without an education. In many ways the most advantaged of the educationally disadvantaged are those who have the least education. Anyone who has worked a week or more in a reform school, prison, or mental hospital knows the awful truth of Josh Billings' classic and laconic comment, "It weren't the things I didn't know what done me in; 't were the things I knowed what wasn't so!"

The mayhem committed on play fields and battle fields, in domestic and equity courts, in Selma and Watts, Detroit and Cleveland, in bar room brawls and breakfast room battles, erupts as frequently from miseducation, malicious or honest, as from no education at all.

We live, I repeat, in an educative and miseducative society. A major and massive responsibility of the professional educator is to maximize the former and minimize the latter. For the educator of adults and out-of-school youth this proposition poses severe problems of correction and re-education. This, it seems to me, imposes upon the continuing education enterprise an obligation for major efforts in counseling.

Fourth, the legitimate function of formal education is to increase and enhance the capacity for humane action,--that is, action which is reasoned, informed, moral, ordered, and hence, both noble and efficient.

A very great deal of formal education is, under that proposition, illegitimate. Our behavioristic insights,--our myopic fascination with behavioral objectives,--our newly found techniques for inducing, controlling, manipulating behavior create for us and others enormous opportunities for quackery and malpractice.

Fifth, we live in a world whose rate and substance of change is such that one cannot reasonably hope that answers learned in youth will fit questions confronted in maturity.

For professional educators to direct all of their attention to preparation of children, allocating none or too little of it to application through the mature is to be irresponsible, futile and even treasonable. Educational institutions,--especially community colleges and universities,--are commonly reported to have three functions: (1) The accumulation, ordering and evaluation of knowledge, (2) Teaching, and (3) Extension. I submit that they have not three but two,--the accumulation, ordering and evaluation of knowledge and (2) the teaching of it, whether to youth or adults and whether on campus or within the action centers of the community.

Sixth, the world in which we live is a world of great power, paced with portent and promise.

The portent fluctuates in intensity but is always present, and is increasingly imminent; and the promise ranges from a narrow band of grim alternatives to a broad spectrum of multiple and richly rewarding opportunities. For us, in our land, in our time, the choice is for the taking,--and the central function of education is to enhance the capacity for humane choice and action.

Seventh, our generation lives in a world in which human behavior, individual and collective, makes a powerfully significant difference.

When men tilled with sharp sticks and fought with blunt clubs, life was tough; but no one man in a fit of passion could destroy a race or a nation or a world. In our generation we cannot tolerate unreason or undiscipline or unthink,--especially among those who make decisions that count. Holy writ declared,--as of 3,000 years ago,--that the sins of the fathers would be visited upon the sons, even to the third and fourth generations. A reasoned reading of our contemporary situation persuades me that the sins of the fathers,--or of the sons,--may well determine whether or not there will be a third or fourth generation.

Eighth, that education is ultimately effective which assures the delivery and application of valid knowledge at principal points of decision and action.

That, I suggest, takes some doing,--in a world in which knowledge and the "data stuff" of knowledge surround us, emerse us,--often well nigh drown us,--and lead us into traps of things we know when we don't. Assuring the delivery of valid knowledge to points of decision and action surely is a task of concerned, responsible and professional educators. This is where our particular concern, continuing education, becomes critical. For whatever else continuing education is concerned about,--its central concern is that we relate knowledge in all its forms, volition, cognition and competence directly to points of decision and action.

Ninth, in any social system education is logically concentrated upon the ruling class or classes,--those who make decisions that truly count. Thus, Machievelli, four centuries ago, in his efforts in The Education of the Prince was putting his efforts where they counted most. Princes must always be educated,--and so must kings! The problem for us is to be clear headed about who are the princes and who are the kings.

Tenth, courts of princes and kings, czars and potentates, always require their wisemen.

The mission of the court counselor has ever been that of bringing valid knowledge to bear upon decisions of consequence. From the chronicles of the Old Testament, as from those of the National Observer or of U. S. News and World Report, it is clear that the terrible task of the prophet is to tell it like it is,--and that it is treason to the ruler and the realm to let wishes outweigh the terrible truth.

Educators,--professional educators,--in dramatically increasing numbers are being called into councils of decision,--local, state, national,--to counsel and consult. The really vibrant community college is engaged in a constant commerce of consultation. Do we bring valid knowledge to those critical points of decision and action?

Eleventh, a society is free to the extent that each of its members is effectively and responsibly a member of the ruling class.

Ours is a society that aspires to be fully free. In a free society,--a truly and fully free society,--every boy is a prince and every man is a king.

What a soft job Machievelli had!

Twelfth, war is too important to be left to the generals.

Health is too important to be left to the physicians.

Education is too important to be left to the educators. And, there is ample evidence that it is not being left to them!

The professional has his social role to play. The military man must serve the policy and purpose of the citizen state,--and never must the two be inverted. The doctor must serve the health needs of the person and of the province; and never must his personal wish or welfare be permitted to overshadow the primary function society entrusts to his care.

The educator is not the curator of an institution; he is the servant of the society. He must, indeed, pursue excellence within the institution that houses and supports his work. He must also serve excellence, and no less zealously, throughout the educative community in which the humanizing or dehumanizing, educating or miseducating, perfecting or perverting of human potential goes on.

Thirteenth, the college is a knowledge center,--building, receiving, ordering, evaluating, proving, discarding and, most critically, disseminating knowledge.

Once knowledge was disseminated sparingly,--to a chosen few,--to those withdrawn from practical affairs, at least for a time, and only to the young,--hoping that one day the appropriate knowledge would spring forth in response to a life situation in which it would assuredly be relevant.

Fourteenth, in our changing world that model is as inappropriate as the duels and dukedoms with which it was first associated.

Now, and increasingly, knowledge is flowing directly, not through callow youth and over a generation, but directly to scenes of decision and action,--to real life, real now problem centers.

Fifteenth, knowledge is increasingly the coin of the realm.

Once we rewarded our heroes, veterans and pioneers with land,--then it was money,--now it is knowledge! Not just veterans, but every last one of us, needs it,--and a new supply every month and every year.

The continuing education worker stands at the boundary of the college, philosophically and often physically,--encouraging, facilitating and managing a commerce in ideas. His wares will have their proof in the lives of the individuals and institutions and in the quality of choices made in the councils of the community.

The commerce between campus and community will increase. The value of the currency must be maintained if better persons and better communications are to build a better world.

Sixteenth, continuing education programs always respond to community needs.

The question is not whether we respond to needs, but to which needs do we respond, and when, and how. We can respond to those that pay us best,--in cash, or in satisfaction or in status. We may take our pay in public relations, personal or institutional.

We may respond to "felt" needs. We may, in fact, be confronted with the product of problems permitted to develop too far,--where "felt" needs are felt so intensely that they can be tolerated no longer, where problems have advanced to the stage of requiring radical therapy. Surgery and fire fighting are critically important tasks. And, when equipped to do so, we must do our share of each. But they consume resources in enormous gulps; and the opportunity for constructive person and community building rapidly diminish as crisis conditions mount.

How much better that we should engage the problems and possibilities we have the vision to see while they are yet manageable. How much better that we should see problems as possibilities and have the courage and competence to confront them. How much better that we should address ourselves to legitimate dreams of the individual and the community when they can yet be addressed by reasonable men using rational means!

Seventeenth, such encounter will involve the college in action, in controversy, in personal, corporate and public affairs.

There is no role here for the timid,--no tower, no iron fence to hide behind, no lapse of time to correct old prescriptions, and precious little unmolested time to meditate on new ones.

Eighteenth, continuing education of this sort calls increasingly for creative alliances with groups,--voluntary, professional and even political.

Such alliances will both expand and restrict our opportunities for action. An educator can be vastly more effective,--reach many more centers of decision,--multiply his efforts many fold,--by affiliating himself with structures already established and actions already underway. But, in so doing, he restricts his freedom of movement. His actions are of concern to his new allies; and they must be taken into account.

Nineteenth, this calls for a high level of professionalism as against the performance of many of us at the level of craftsmanship. It is not enough that one can be able to do well a single task, or combination of tasks, having had the work described for him and having been trained to perform it. Rather, it is essential that one know the principles of his work, that he be skilled in describing each unique new task, and that he be bold enough, perceptive enough and competent enough to employ appropriate principles in each unique situation.

Society has a right to expect that its colleges will be populated by professionals, not composed merely of craftsmen.

Twentieth, this kind of encounter calls, too, for statesmanship.

Conflict is the name of the game,--intramural conflict and extramural conflict. Within the community of scholars which is the college ideas, knowledge, departments, professors and administrators will be called upon to be adapted and adopted,--to yield and to pool,--to innovate and correct,--to realign resources and restructure policy. These are not easy tasks in Academe; but they are essential tasks if our centers of knowledge are to become and remain relevant to the potentials and problems of the communities in which we live.

Externally, too, there will be conflict. For learning means change, and development means change, and change, whether in personal or in community affairs, is not always and everywhere desired.

Twenty-first, continuing education and modern complex society tend to pull the college apart.

Axes of alliance,--health sciences division to the medical arts professions and paraprofessionals,--trade and technical divisions to the business and industrial community,--fine arts division to the creative and performing arts community,--every one of these axes of loyalty tears hard at the concept of "Community" inside.

The statesman role of the continuing education leader is nowhere more needed than at the point of being sensitive to and reconciling toward the rents within the learning community.

Twenty-second, urbanization, industrialization, complexification,--these are characteristic of our time.

Unity and community are increasingly difficult to attain and retain. In the addressing of knowledge to human and community development problems, the single greatest contribution of continuing education workers is likely, in the future, to be their contribution to integrity within the college, within the person, and within the community.

Twenty-third, an intense and critical problem for those who direct policy and practice in continuing education, especially in the community college, is to take time,--find time,--make time,--to contemplate the significance of what they do, to make large plans for the doing of it and to develop the confidence and the competence to do it with courage and excellence.

And finally, in concrete terms, homes will be better homes as educator insights and enabling skills are shared with parents; businesses will be better businesses, professions will be better professions, civic problems will be better solved, communities will be more fit places for human habitation,--and per chance the third and fourth generations may be permitted to enjoy the opportunities of a world whose promise has yet to be measured, if the smog, the debris, the ignorance, the error and the awful consequences of irresponsible deployment of power can be mediated by concerned and competent educators who are professional enough to know that education is not schooling, but all of the processes by which a person comes to terms with his world, learns to be what he is, value what he values, believe what he believes and do what he does within it.

Sir Richard Livingston once defined education as "that which prepares a man to distinguish, in life as in lesser things, what is first-rate from what is not."

To distinguish it and to achieve,--what is first-rate,--throughout an educative society: That, I take it, is the role of continuing education in the community college.

Presentation:

THE ROLE OF LEADERSHIP FOR COMMUNITY SERVICES IN ILLINOIS COMMUNITY COLLEGES

Max R. Raines
Professor, Department of Education
Michigan State University

Dr. Raines introduced the attached inventory of "Proposed Competencies for Community Service Leaders." This document was discussed by Dr. Raines and workshop participants completed the inventory during the presentation and discussion. Dr. Raines' report on the results of the inventory are found in the account of the final workshop session.

PROPOSED COMPETENCIES FOR COMMUNITY SERVICE LEADERS

Max R. Raines

This inventory contains a proposed list of competencies which appear to be relevant in the professional training of community services leaders. We need your thoughts as to the significance of each of the proposed competencies.

We ask that you read each statement in terms of the need for the competency in providing optimal development of the community services programs in the decade of the 70's. We do not wish to limit our thinking to current practice nor do we want to get lost in unrealistic idealism. You can help us bridge that gap by using the following response pattern:

A - an essential competency for effective community services leadership

B - a desirable competency but not essential to effective community services leadership

C - an unnecessary competency for effective community services leadership

D - an ambiguous or inadequate statement which needs clarification

Please suggest revisions

_____ (1) Analyze various cultural, educational, and leisure-time activities in terms of their specific contributions to development of significant facets of human personality.

Comments

_____ (2) Design, staff and evaluate a program of guidance and counseling activities for the educational, vocational and personal development of adults.

Comments

_____ (3) Understand criteria and techniques for evaluating adequacy of existing educational, cultural and leisure-time activities within the community.

Comments

_____ (4) Assess empirically the range and intensity of educational, cultural and recreational interests among the natural sub-groups within the community.

Comments

_____ (5) Establish, administer and evaluate extension centers so that optional instructional standards are maintained and appropriately adapted to an adult clientele.

Comments

_____ (6) Understand emphatically the value systems, cultural contributions, and critical problems of various ethnic and racial sub-cultures.

Comments

_____ (7) Identify and admit to consciousness residual elements of racism which exist in one's own personality.

Comments

_____ (8) Establish a program for recruitment, training and deployment of community aides (paraprofessionals) as a basis for extending and expanding opportunities for personal self-development within the various cultural and ethnic sub-cultures.

Comments

_____ (9) Identify and establish liaison with neighborhood leaders as a feedback basis for identifying needs and for evaluating adequacy of various programs of assistance.

Comments

_____ (10) Conduct task oriented group meetings which capitalize on the potential contributions of each member and which recognize the need to resolve those conflicts among members that impede group progress toward completion of the task.

Comments

_____ (11) Develop leadership training programs for volunteer workers who demonstrate interest and capacity for assuming leadership roles.

Comments

_____ (12) Facilitate opportunities for establishment of community choruses, orchestras, bands, jazz groups, theatre groups, art festivals, etc.

Comments

_____ (13) Understand how, when and where to arrange for a variety of performing artists who can contribute to cultural enrichment of all segments of the community.

Comments

_____ (14) Develop effective cross-cultural programs which will enhance appreciation of various cultural contributions and which seek to build bridges of communication among all sub-cultures of the community.

Comments

_____ (15) Develop a balanced program of short courses (non-credit) matched to the expressed needs and interests of individuals and informal groups within the service area.

Comments

_____ (16) Establish a personal program for self-renewal as a professional community services leader and as a human being.

Comments

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Community Development Competencies

1. Design and conduct survey research in the community as a basis for identifying significant resources as well as critical needs and problems.

2. Map agency and organizational territories according to their self-perceived roles and goals as a basis for developing cooperative alliances to respond to critical needs.

3. Identify the pivotal individuals who are influential in various decision-making situations.

4. Interpret a variety of reports (i.e., census, taxes, manpower, industrial, etc.) which can provide a partial basis for need analysis and long-range planning.

5. Establish and maintain cooperative alliances among community organizations to maximize use of community resources in attacking common problems.

6. Understand conditions which are optional for establishing and dissolving advisory committees and the processes by which this is best accomplished.

7. Establish training sessions for college staff members in the processes and problems of serving as a consultant.

8. Analyze various programs from a social systems point of view as a basis of pinpointing strengths and weaknesses.

9. Establish short term conferences, institutes and workshops in co-operation with business and industry to meet specific problems of management and labor groups.

10. Develop effective training programs for citizens who have interest and capacity for community development work.

11. Establish policies and procedures which can be used effectively to determine whether the college should become involved in particular community action programs.

12. Establish the necessary conditions for management of public forums which are potentially explosive.

* * * * * *

Program Development Competencies

1. Conceptualize and interpret to others the programming potentialities in human and community development and the relationship of these potentialities to the common goals of the college and its community.

2. Analyze program needs and resources as a basis for establishing adequate staffing patterns.

3. Identify potential sources of staff and establish adequate procedures for recruitment selection, in-service training and evaluation of staff performance.

4. Establish evaluative criteria and performance objectives for each facet of the community services program.

5. Establish and maintain procedures for monitoring the inputs and outputs of various sub-systems (programs) which emerge from the community services program.

6. Conduct systematic research studies that will help in determining effectiveness of various facets of the CSP.

7. Provide adequate advisory assistance and special services community groups which seek to use college resources in conference planning.

GENERAL WORKSHOP SESSION: DEVELOPING GUIDELINES
IDENTIFICATION OF PROBLEM AREAS

Recorder: Orlando Ponzio, Assistant Dean
Community Services and Continuing Education
Wright College, City Colleges of Chicago

Remarks by Ashley Johnson, Chairman:

1. We need to strengthen our professional organizations.

2. Regional organizations would be more effective and provide more help than state or national organizations. We need 15-20 regional organizations consisting of both school and non-school adult education groups. These could use the Northern Illinois Roundtable as a model

3. The Illinois Adult Education Association is encouraging regional development.

4. What should the relationship be between part-time teachers in adult education and faculty organization such as AAUP, Faculty Senates and the AFT.

5. It is not lack of funds that is the problem, but the redirection on funds.

6. We need the support of universities to help us cope with social change and with adult students as individuals.

7. One of our goals should be to eliminate illiteracy during the 1970's.

8. In counseling adults we need to utilize all agencies which can help us.

9. Special programs should be developed for women, the aged and the handicapped.

10. We should be sensitive to the problems of the megalopolis, environmental problems, the population explosion and the uses of technology.

Dr. Johnson described the procedures to be followed in group discussions. Five groups will be organized to discuss the priority problems and develop guidelines around these priorities. The five general topics for guidelines will be:

1. Administration of programs.

2. Programs.

3. Relationships with other agencies.

4. Counseling adults.

5. Faculty, administration, pre-service and in-service training.

Mr. Martin suggested we need guidelines to help orient new directors of programs, to communicate with our own administration and boards of trustees, to provide guidance and direction to the staff and members of the State Board and tie all public junior colleges into common goals and directions.

GENERAL WORKSHOP SESSION IV

Recorder: Evan Jackson
Director of Adult Education
Illinois Central College

Presentation:

CHALLENGES FOR ADULT-CONTINUING EDUCATION IN ILLINOIS

John W. Gianopulos, Assistant Dean
Adult and Continuing Education
Amundsen-Mayfair College, City Colleges of Chicago

Since the enactment of HB 1710, which created Class I comprehensive community colleges about five years ago, the expansion and growth of the junior college idea has been nothing short of startling. In Illinois we now have thirty-five colleges with a total of forty-four campuses enrolling some 144,000 students. According to the AAJC, we are growing nationally at the rate of one new college each week, bringing the total of community colleges to well over one thousand with an enrollment of two and one-quarter million students.

Preliminary tabulations from an Office of Education survey show that almost as many persons are enrolled in adult education as are enrolled in secondary schools and almost twice as many as are enrolled in colleges. One of every ten persons 17 years old or over participated in an organized continuing education activity in the year ending May, 1969.

Recently there has been a growing tendency for community colleges to become immersed in community services, and in our kind of world this means to become involved not only with programs and staffing, but also to become involved with people, current events and the question of change.

In some cases, the community services program has leaped out of its common school environment; in others it has been pushed; and in many instances it remains wavering, shackled to the past and uncertain which way to go. Unfortunately, in too many cases, it has operated as a stepchild, with one foot in the academic world and the other in the outside world.

In the past, the emphasis of the junior college, at least as a people's college, was safe and respectable; namely, to provide the first two years of college--with little immediate responsibility for the practical consequence of its pursuit.

After more than one-half of a century of traditional transfer programs, the community college suddenly finds itself thrust into new roles.

We are told that a community services program is now well-established in nine out of ten community colleges in the country and its director is most likely to be the adult education director of the institution.

Those of us who attended the Fiftieth Annual Convention of the AAJC were challenged to capitalize on our local independence and searching spirit to change our institutions in ways that might well risk the disapproval of the rest of the higher education community.

Today we are about the business of defining the role of the adult continuing educator in our state. Frankly, we have very little consensus from the professionals on this matter. The only thing we are ready to admit is that education is a life-long process. We need to re-define who can learn and who can teach as well as what is an adult education student. We need to also enlarge our scope concerning places of learning both on campus and off. Some of us are hung up on the term "College," and perhaps "Community Services Centers for Life-Long Learning" might be an acceptable substitute.

According to Edmund J. Gleazer, Executive Director of the AAJC, there seems to be mounting evidence, in a time when society is faced with staggering problems caused by poverty, environmental pollution, stress, crime, and delinquency, and even the problem of affluence, that our institutions which we represent may hold the potential for becoming a new kind of linkage for community approaches to solutions.

In order to meet these challenges we must explore new kinds of structures of governance, new administrative style, and new financial support patterns. Most of all, we must actively seek out innovative modes of inter-digitation with the community. This posture of articulation with the community should begin as soon as possible at all levels with both internal and external publics.

Thus far throughout this working conference, we have been hearing in many different ways that community colleges should be:

1 - Available to all in the community who need services.

2 - Responsive to local needs in offering a diversity of programs.

3 - Truly comprehensive by catering to a variety of student needs.

4 - Especially concerned with Adult Education and Refresher programs.

5 - Fully involved in and committed to Community Services, including the willingness to operate outreach programs away from the campus, and to assure that education is made available to everyone who wants it.

6 - Prepared to offer intercultural educational experiences.

In short, we should be willing to find our own identity rather than relying on standards and definitions that have been foisted upon us by the upper end of the higher educational ladder. It seems inevitable that Illinois Community Colleges will place even greater emphasis on its community dimension in the 70's. I believe we will demonstrate, to an extent even greater than we have to date, that the community college is where the people are.

GUIDELINE FOR THE 70's

Jacob Jennings, Jr., Assistant Director
Public Service--Community Programs
Illinois Board of Higher Education

Increasingly, the evidence of recent years has pointed to the fact that we are living in an age of revolution. Prevailing social values are being challenged and change is being demanded largely by an alienated generation that is ill at ease with the people in power.

Within this ferment adult education has become an important focal point of disagreement. Many expect education to bridge the so-called gap to advance understanding and to improve their lives. This can be accomplished by guiding and directing persons who are unable to cope with their situation in life helping them make a significant contribution toward their own improvement and toward the goals that they have set for themselves.

I do not think that years in school have to play an important part to accommodate the kind of education needed by the adults. We must establish and convey the sense of community which is so necessary in a continuous teaching and learning situation.

Within the next few minutes I would like to throw out six recommendations or guidelines for the 70's.

1. That a formal partnership be established between industry and all public schools to carry out a program of vocational training and retraining, with special attention being given to farm and mine workers, general laborers, managers, office workers, proprietors, operatives, craftsmen, and foremen.

2. That direct aid be given to public schools to support programs of adult education, and that appropriate tax incentives be established to encourage the participation of relevant industries in this program.

3. That a clearinghouse for state employment opportunities be established to serve as a job placement center for graduates of the training programs.

4. That the state government and industry subsidize the move and resettlement of these graduates to those parts of the country where jobs are available.

5. That special programmatic and financial consideration be given to the most chronically unemployed and underemployed segments of society to participate in these programs.

6. That the State establish an educational component with special provisions for reviewing and evaluating the programs.

Here are some problems which I think should receive top priority attention for the adult education:

1. The adults or the core of them are not being served--i.e., of the self-motivated and the students who have some credentials, most of them will come back for brush-up and upgrading. How can the dropout be placed on an even footing with the motivated student? How will the adult be rewarded?

2. There needs to be a strong public relations program (the community college has to sell all of its programs).

3. The junior college programs need to reshape, revitalize and support occupational and technical programs in order to legitimatize them in the eyes of the public and industry.

4. Work-study in technical fields--O.J.T.

5. Take the junior college to the plant and teach--teachers and tools.

6. Upgrade the man who has not had any formal education, but who has some knowledge and experience equivalent to formal training so that he does not have to go through the three "R's" again but tailor-make programs of relevance to him. Use people from industry to teach--i.e., a nurse to teach nursing, a foreman to instruct plant workers (the line employee).

7. Most important, it seems to me, is vocational counseling and follow-through and "carving nothing in stone"--remaining flexible. I suggest that you drop the terminal program concept because all education must be continuous.

8. And the dropout from the IBM class: a $10,000.00-a-year job is success, but follow-up on his progress and give him the tools that will keep him abreast of the times, so that new graduates will not push him into a corner making it a dead-end job. Graduation is not always the goal; however, success should be measured by the results.

9. Better coordination and articulation of the programs with high schools, business and industry, and the community so that they can help sell the programs.

CHALLENGES FOR ADULT CONTINUING EDUCATION IN ILLINOIS

Albert H. Martin, Associate Secretary
Illinois Junior College Board

Within the context of immediate operations, the community college program, as described by Dr. Clifford Beck in the Community Services Forum for January-February, 1970, like "all of Gaul" is divided into three parts:

the academic transfer program, the technical vocational program, and the community services program. The Public Junior College Act, passed in 1965 by the Illinois General Assembly, requires public junior colleges to be comprehensive and defines comprehensive junior colleges as those with: (1) courses in liberal arts and sciences and general education, (2) adult education courses, and (3) courses in occupational, semitechnical or technical fields leading directly to employment. The Act further states that at least 15 percent of all courses taught must be in fields leading directly to employment, one-half of which courses are to be in fields other than business education. The Act does not in any way further define or describe the term "adult education."

Dr. Beck states that adult education and services in too many of our colleges is non-existent and basic financing is lacking. Development must be by a "bootstrap" operation . . . with no straps.

The Illinois Junior College Board has felt an obligation then to do two things: first, provide further elaboration of the meaning of the term "adult education" as it applied to Illinois public junior colleges, and second, to provide some bootstraps.

The bootstraps came first. The Public Junior College Act provided for State apportionment for each semester hour or equivalent for courses regularly accepted for graduation or certification, except those courses for which the district receives 50 percent or more of federal financing. The State Board was not sure the Act as it stood would allow any support for non-credit courses. In the legislative session in 1967, the State Board had legislation introduced which made the Act read in this section that State apportionment could be provided for courses regularly accepted for graduation or certification upon approval of the State Board, except courses financed 50 percent or more by the federal government. While the apparent affect of this phrase is minor, it definitely established the power of the State Board to determine what courses could be funded, and opened the way for non-credit reimbursement. There have been disappointments in some junior colleges that the State Board has determined through its guidelines that purely hobby and recreational courses cannot be funded, that audit hours are not reimbursable and that other criteria must be met. However, it is estimated that about $750,000 in State apportionment funds will be spent for adult education courses in the fiscal year ending June 30, 1970.

Meanwhile, a broad definition of the meaning of adult education was adopted by the Board in December, 1967 and printed in the document Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges. The statement reads as follows: "The scope of adult education includes all continuing education and community service programs which may contribute to the educational and cultural needs of the community. Programs offered in this area are designed to serve persons of post-high school age who are primarily part-time students. Such programs may include formal or informal learning experiences offered on either a credit or non-credit basis that help serve the cultural, civic, recreational, educational and/or vocational interests of the community."

I should like to quote from other statements made in the name of the State Board relating to the role of the junior colleges in adult education. A meeting of the Illinois Adult Education Association in Champaign in the spring of 1967 focused on concerns for the coordination of junior college programs with those of high school adult education programs. Gerald Smith, Executive Secretary of the State Board, made the following statement relating to the problems of relating the two programs: "The Illinois Junior College Board has a lively and vital concern with regard to the role of the comprehensive junior college in the field of adult education. It is the intent and desire of the Board to move ahead in this field as a member of a statewide team engaged in the development of a useful and meaningful system for adult education. The Board encourages coordination and cooperation and pledges itself to the support of a well-planned program toward this goal." Thus the State Board is pledged to a program of coordination and cooperation with all other State agencies related to adult education. Our role is not to be developed to put others out of business.

One more policy statement should be mentioned here. The Illinois Adult Education Act in 1967 called for the organization of an Adult and Continuing Education Council. This Council asked for all its members, which included representation from the Illinois Junior College Board, a statement describing its programs and probable future emphasis. Such a statement was prepared and submitted in early 1968. Pertinent parts of the statement follow:

. . . Illinois public junior colleges are providing programs as follows:

(1) Undergraduate lower level college credit courses at times when such courses can be taken by adults.

(2) Non-credit formal courses related to other college course offerings or meeting specific adult education needs.

(3) Credit and non-credit short courses, seminars, symposia, institutes and similar programs on a cooperative basis with professional groups, business, industry, labor, and/or local governmental agencies which help meet the educational needs of the cooperating group or agency.

(4) Programs of cultural impact - concerts, plays, travelogues, film series, art exhibits, etc., as are necessary to provide for the cultural enrichment of the community as well as the student body.

(5) Courses or programs as circumstances warrant either through cooperation with or at the request of other educational and/or community agencies."

The statement further notes that as the educational agency which covers an entire district the junior college has responsibility for articulating with programs being offered by the common schools, four-year colleges and universities and private agencies. In describing future emphasis in junior college adult education, the statement continues: "The future will likely see all programs presently provided in the junior colleges expanded.

However, the greatest emphasis in junior college adult education is likely to be the development of the credit and non-credit short course, seminar, institute, workshop, etc. These programs are often called community services, involve both college and community resources, and are conducted to meet specified educational needs of individuals or enterprises within the community." While this document is now almost two years old, I believe it is still an accurate statement of present and future activity.

No statement relating to the immediate future of program planning in Illinois higher education can omit reference to Directors Report No. 79 of the Illinois Board of Higher Education and subsequent statements relating to the implementation of the report. The Illinois Junior College Board is, by law, accountable to the Illinois Board of Higher Education in program direction and financial accounting. On the other hand, the Illinois Junior College Board is one of the agencies through which the Board of Higher Education must work in program implementation. The human needs and quality of life thesis, as described in Executive Directors Report No. 79 has had full acceptance philosophically by the Illinois Junior College Board. We hope to work with the staff of that Board in further program development. In fact, a number of conferences have already been held relating to new program evaluation.

I think that I should add that it is refreshing personally to see the Board of Higher Education take a more active role in adult education in institutions of higher education. There has not been a great amount of leadership offered by that agency in this curricular area except as required through the administration of Title I of the Higher Education Act of 1965. I should like to quote from Dr. Holderman's Executive Directors Report No. 78 issued a month before the more definitive statement referred to earlier.

"It is increasingly clear that among the programs of higher education, the ones which will receive the most attention in the very near future fall in the area of continuing education. Broadly defined, continuing education includes extension, public service, community programs, adult education, indeed, the concept of the college and university as supplemental educational centers. . . . There is already evidence that several institutions are moving, however cautiously, into this arena. In view of the State's commitment to the abolition of ignorance and poverty, dynamic, innovative programs in continuing education take on particular significance. The Board of Higher Education is an appropriate catalyst in this area; the experience and talents of new staff and pertinent studies, some of which are already underway, reflect this concern."

Statements from the Board of Higher Education and the Illinois Junior College Board represent bases from which individual institutions may move. I believe these statements show encouragement and support for a new and broader approach to higher education community services.

We cannot affort to mark time with traditional classes or move in small circumscribed areas of programs repeated semester after semester or term after term. Dr. Cummiskey, in the last issue of Forum, indicated that we must focus our attention more and more upon those segments of our

population not traditionally served by higher education. We must open up educational opportunity to those who are not aware they have a college at their service nor needs to which the college could attend. We must provide greater opportunities for continuing education and develop program flexibility allowing students to move easily in and out of the educational process.

Early in my tenure with the staff of the State Board, I emphasized in my public as well as private discussions of adult education the need for an institutional definition of the role it wished to play in this curricular effort. Such a position or policy statement, I felt, would be helpful to the board, administration, faculty and community in developing adult education programs. Just as each community is unique and must be explored and understood by the adult educator, so is the local college which provides the operational base and primary resource for him. Cummiskey notes that the community services emphasis in our colleges differ because of so many local and independent forces. I hope that many of you have formal policy statements adopted by your Board of Trustees which provide a foundation for program development at your college. If not, hopefully you will be motivated to begin to draft such a statement of this conference.

Close identification of the college to the community is a prerequisite to the developing community concept of the public junior college. Responsiveness to community needs is a major precept of the public junior college. I should like to suggest that we need to have much more information about our communities than we now have to really do an effective job of trying to meet problems. A document entitled An Outline of a Community Survey for Program Planning in Adult Education by Samuel Hand and published by the Florida State Department of Education crossed my desk some time ago. This guide provides an organized method for examining your community. I think we have to have a great deal more empirical data about the people we are working for before we can do a really good job in developing programs which will help them. What do you know about the number of unemployed in your community? How many people in your community are on relief? How many social workers are there in your community? What social agencies have offices in your community? What is the death rate in your community? Who has responsibility for public health services? Where are the public health offices? How many homes in your community are not connected to a sewer system? Do you have a list of industries employing over 5 workers? Do you have a list of all local governmental officials and the number of employees under each? Do you have a list along with current chairmen, presidents or secretaries of the civic, social and professional organizations of your community? Do you have figures relating to the number of ethnic groups in your community? How many people in your community are functionally illiterate? Do you know what community services are being provided by churches in your community?

This list goes on and on. A file of this type of information will give you a great deal of help in identifying persons and agencies with which you can work. But more than this, it will give you some ideas relating to priorities in program development. If community services are to be effective we must do a better job of identifying the real problems in our communities and working with other groups in attacking the problems. We must be systematic.

The most widely used excuse that will be given for inactivity in community services will be lack of funds. I wish I had an answer to this problem. Unfortunately, every department in the college feels it could do more if it had the money. I think the money will come when the need for the service is made apparent. The money doesn't always have to come from the college. Often, private funds or funds from other government agencies are available. A community survey should locate sources of funds that were not known before. Money comes where priority exists. The adult educator is not always the best person to apply for support. Sometimes the director of a community agency may carry greater weight with the agency from which the funds are requested.

We are a peripheral activity in the eyes of the community, our boards, our administrators and our faculties as long as our accomplishments are minor. We must and can make our programs a primary function of our colleges, but our accomplishments must speak for us. Support will come when we prove we can produce positive results in our programs.

The Illinois Junior College Board supports this conference and will support similar conferences later if this seems appropriate. It anticipates that from such meetings together will come ideas and activities which will form a base from which we can attack many of the social and economic problems our nation is facing.

GENERAL WORKSHOP SESSION: DRAFTING OF GUIDELINES AND RECOMMENDATIONS REGARDING THEM

Recorder: Al Andrews
Technology Coordinator, Rock Valley College

Reports from each of the five discussion groups were made during this workshop session. The Tentative Guidelines listed below were edited from the group reports.

Tentative Guidelines for Adult and Continuing Education And Community Services Programs In Illinois Public Junior Colleges

1. Each junior college should develop a policy statement for that institution regarding continuing education. The policy statement should show the relationship of continuing education to other programs in the college.

2. The administrator of the continuing education program should be responsible directly to the president of the college. This would guarantee maximum flexibility and freedom of program development.

3. Each junior college should develop a job description for the administrator of continuing education programs.

4. Each junior college should have a continuing education administrative staff commensurate in size with the scope and responsibility of the program.

5. The junior college should, through its continuing education administrator, initiate procedures to coordinate continuing education services within the district.

6. The office of the Illinois Junior College Board should serve as a clearinghouse to collect and distribute information to junior colleges regarding programs, courses, surveys, etc.

7. Cooperative booking agencies for scheduling lectures, concerts, exhibits, etc., should be developed by continuing education directors.

8. A Continuing Education Advisory Committee should be established as advisory to the staff of the Illinois Junior College Board in continuing education affairs.

9. Continuing education services in the colleges should not be fragmented but conducted as an independent arm of the institution. Extension services should be administered by the continuing education unit.

10. Continuing education programs should have use of the full supportive services of the college such as student personnel services including counseling, data processing services, health services, learning resources services and services of the registrar's office.

11. Public junior colleges, through the continuing education division, should extend counseling services to the entire junior college district and should use referrals to other agencies.

12. Matriculation policies for students in continuing education programs should conform with those recommended by the administrator of continuing education programs.

13. New community colleges should employ the administrator of the continuing education program prior to the opening of the college.

14. Major effort should be given to providing greater opportunity for in-service training for continuing education personnel by universities, the Illinois Junior College Board and professional organizations as well as through cooperative and coordinated programs developed by institutions.

15. A booklet or brochure describing public funding procedures in the areas of continuing education should be published.

16. The State should accept responsibility for funding all programs of continuing education.

17. Community service programs not eligible for funding through the credit equivalency program should be funded at the 50 per cent level by the State.

18. Continuing education budgets in public junior colleges should be in equity with transfer and vocational-technical programs.

19. The institutional budgets for continuing education should show specific figures indicating revenue and expenditures for the continuing education responsibility of the institution.

20. When and if minimum local tax rates are established by the State for public junior colleges, a portion of the local tax should be designated specifically for community services.

FINAL WORKSHOP SESSION

Dialogue of Synthesis: Implications of Guidelines for Local Adult Education Programs

Recorder: J. William Hoban
Dean of the Evening College
Waubonsee College

Dr. Raines:

1. Dr. Raines gave a tabulation of his instrument "Proposed Competencies for Community Service Leaders." About 50 percent of the competencies suggested in the instrument, it was agreed, are essential for effective community services leadership. Among the suggestions given to Dr. Raines was that proposal writing is a competency which a community college adult education administrator must have.

2. Dr. Raines mentioned several random thoughts that occurred to him during the course of the workshop:

   a. Adult educators have not conceptualized a program for blue collar workers. Blue collar workers are culturally impoverished. Traditionally, this group reacts in a physical way. We should think in terms of programs for them.

   b. It might be wise to look for administrators with other than traditional administrative training and experience. It might be wise to look for administrators with Vista or Peace Corps background and make use of their talents and experience.

   c. Advisory groups should be developed to help define the parameters and perimeters for the staff person with this responsibility with the Illinois Junior College Board.

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Mr. Kleis:

Mr. Kleis discussed concerns in five areas:

1. Identity - Who and what we are:

   The adult educators in Illinois are becoming too concerned with their respective titles. Much more attention is given to their own identity than should be. The title should be descriptive, but should not be a general cause for worry.

2. Every adult educator lives in two worlds - the world of reality and the world of "ought to be." It is true that every adult educator has to do certain mundane "real things, but he should have his sights set on what he "ought to be doing" and more toward that as a goal.

3. Recognition and Status - This will come when we as adult educators "care about what they (people) care about." What we actually do matters, but we have difficulty because of the diversity of our functions.

4. Policy development - On the local administrative, board, State and National levels make contributions toward policy development by making recommendations. Don't let non-educators make policy - develop clout.

5. Relationships toward Centers of Decision-making - We operate at the periphery of the campus. This is not all bad. We must tie into the institution and to the community when decisions are being made by either of them. If we make the proper recommendations, the periphery will be at the center of things. When one is at the periphery, one has the freedom and the opportunity to move and to act.

* * * * * *

Mr. Martin:

1. There is still a lack of concensus among us. We are still searching for definitions. Are we more confused than ever?

2. We need to study the whole funding problem. What is the source of local funds for adult education? Are we getting our share?

3. The idea of these in-service conferences is good. We are beginning to communicate effectively.

4. The regional "round-table" idea needs to be further discussed. It has merit.

5. The problems of articulation and coordination between community colleges and high schools was minimized at the Conference. Does this mean this is no longer a major source of concern?

6. Executive Directors Report No. 79 of the Illinois Board of Higher Education defines the "human needs and quality of life" thesis which should be high among the goals of our junior college adult education programs. Directors are urged to study the Report carefully.

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A summary of this Conference will be made available in time for further action at the Statewide Junior College Conference at Peoria on May 7 and 8, 1970. The Proceedings of this Conference will go to all presidents of the junior colleges as well as members of the State Board and its staff and conference participants.

REGISTRATION

Major Altum	Center Coordinator, Thornton Community College
Al Andrews	Rock Valley College
John Berdrow	Spoon River College
Maynard Boudreau	Joliet Junior College
Donald Burton	Sauk Valley College
Arthur C. Classen	Morton College
Mary Ann Diller	Danville Jr. College
Ralph Felger	Lincoln Land Community College
David L. Ferris	Kankakee Community College
Errol Frahm	Thornton Community College
John Gianopulos	Amundsen-Mayfair, City Colleges of Chicago
James Gillespie	Illinois Eastern Junior Colleges
David Groth	William Rainey Harper College
J. William Hoban	Waubonsee Community College
Frank Hurt	Thornton Community College
Robert H. Irvin	John A. Logan College
Evan Jackson	Illinois Central College
Ashley Johnson	Prairie State College
Robert E. Johnson	Thornton Community College
Reuben Johnson	Rock Valley College
Tom Juravich	Illinois Central College
Albert H. Martin	Illinois Junior College Board
Robert C. Mason	College of Lake County
William Masters	Carl Sandburg College
Hugh McCabe	Center Coordinator - Thornton Community College
Charles Medearis	Elgin Community College
Jerome Neubauer	Center Coordinator - Thornton Community College
Philip S. Osborn	Sauk Valley College
Eugene Opperman	Center Coordinator - Thornton Community College
Lynwood Parker	State Community College of East St. Louis
Orlando Ponzio	Wright College
Al Raulerson	College of DuPage
Joseph Rembusch	Kishwaukee College
Tom Richardson	Moraine Valley Community College
Otto W. Schweinberger	Black Hawk College
Edward Smagacz	Center Coordinator - Thornton Community College
John B. Trebbe	Triton College
Louis Voris	Lake Land College
Phillip R. Walker	Parkland College
William H. Warren	Malcolm X College
Geraldine S. Williams	Southeast College
Nathan Willis	Kennedy-King

Guests: Russell J. Kleis - Michigan State

Max Raines - Michigan State

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